WEEKLY PLANNER

**DATE: September 13 – 17/10 WEEK: 5 GRADE: Kinder**

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| X  **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: Where we are in place and time** | **Subject Area: English**  **UNIT 1 – where is the cat – differentiated reading** |
| **ACHIEVEMENT INDICATORS: 1.** Recognizes words in sentences in poems, rhymes, tongue-twisters and songs  2.Makes connections betweenpersonal experience andstorybooks characters.  3. Recognizes and explains the meaning of images in our environment |  |

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
| 25  Minutes  25’  25’  25’  25’ | 2, 3  2,3  2,3  2,3  1,2,3 | Lesson 1  Presentation (Introduction)  Build Background  Show a Picture of a cat  Name things cats like to do, such as sleep, purr and hide or play  Ask children name furniture in their homes where a cat could hide  Play a \*cat hunt\* one child is the cat and hides in any place of the classroom or outside.  When children open their eyes, they look to find the cat (Invite children to take turns)  Note :Children can draw cats if they have time.  Lesson 1 Tier 3  SHARE- TO- GUIDE READING  Book Presentation  Introduce the book to children  Ask: What do you see (in the cover)  Where is the cat? Invite children to say where the cat is hidden.  Read the title and point out the author’s name  Point out other objects in the picture  Let’s read the story to see if the boy finds the cat  Lesson 1 Tier 2  Book Presentation  Read the book and focus on providing vocabulary without using questions that require oral answers  This is the couch. Is the cat on the couch? That’s right !!! the cat is not on the couch!  Point each word as you read.  Ask children: Do you see the cat?  This is the bed. Is the cat on the bed?....  This is the Table. Is the cat on the table?. Can you find the table in the classroom?  This is the shelf? Do you have the shelf at home? …  Look at the Pillow…  Look at the chair…  I see a desk…..  Where is the cat? Can you find the cat?  Lesson 1 Tier 1  Book Presentation  GUIDED READING  Activate vocabulary using questions and increasing “wait time”. Provide vocabulary whenever the children do not offer it.  Look at the picture. What is this? A couch. What can you see?  What is this? … (bed) Do you have a bed? Where?.  What is this called? That’s right this is the table!  Look! What is this?... (shelf!) Can you see the cat? Where?  What is a nice pillow? Where are the pillows? Where is the cat?  Everyone knows what is this?...(chair) Is the cat on the chair?..  What is this? Point another desk in the classroom?  Did the boy find the cat? Where was it?  Level B  Book Presentation  Read the book with the children  Invite them read the book independently  Encourage these children to provide complete sentences to name the furniture and identify where a cat could be.  Have these children count the numbers of words in these sentences independently  If they have time: Invite the children to respond personally to the text through discussion. For example Which of the cat’s hiding places did you think was funny? | Book  Pictures  Books  Books  Books  Books  Books | Half groups  Parallel  In this presentation we don´t have differentiation.  In every tier you have to introduce the book as a first step. |

**LEARNING EXPERIENCE**

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